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ABSTRACT

This guide provides a curriculum outline for teaching elementary and secondary students to become independent and resourceful users of libraries and media centers. The text is divided according to grade level (K-3, 4-6, junior high, and high school). For each level, behavioral objectives are spelled out, instructional activities are suggested, and resource materials are listed. The elementary curriculum emphasizes library orientation, parts of a book, and different kinds of resource materials. The junior high curriculum lays the foundation for reference skills, and the high school curriculum applies those skills to research in content areas. The appendixes include a variety of instructional materials and tests. (EMH)

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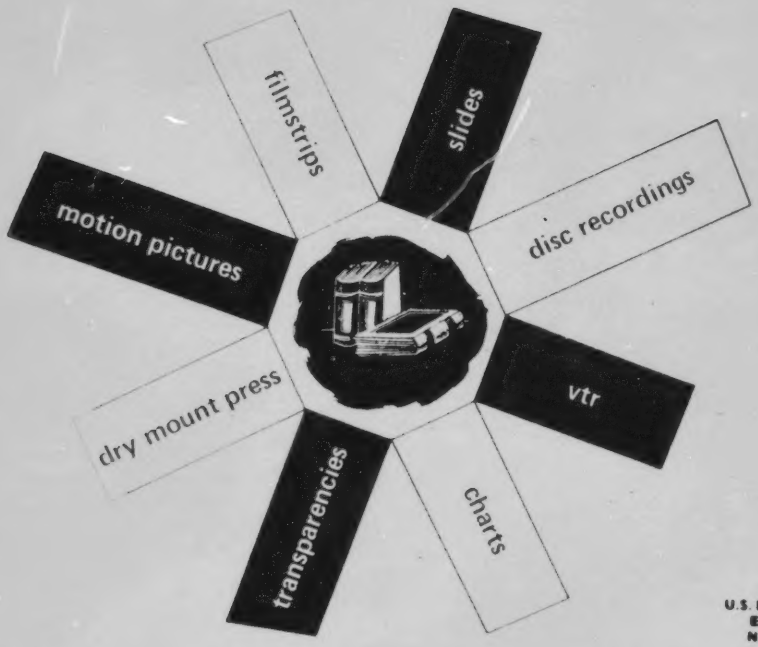
CURRICULUM GUIDE FOR THE TEACHING OF MEDIA SKILLS K-12



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Library and Learning Resources Section
of the
State Department of Education
and
The Oklahoma Curriculum Improvement Commission

OKLAHOMA DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1975

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FOREWORD

The importance of instruction in the use of the media center and its resources at all grade levels is increasing because of the growth of knowledge and the striving to meet needs caused by the pressures on education today. This booklet is a fine illustration of what can be done when a group of educators work together and share experiences and ideas in the interest of a better instructional program in our public schools.

There is a need for more emphasis in the use of media resources with the increased responsibilities and opportunities of the media specialist and the teacher in the growing variety of materials and technological devices now available. The expanding use of modern materials and equipment opens new ways to increase the effectiveness and efficiency of instruction.

We are indebted to the many people who worked so diligently to develop this material. We appreciate the time and effort expended by the writing and editing committees in developing a program of instruction of media skills for grades K-12.

The State Department of Education hopes this guide will prove to be a useful resource for teachers, media specialists, principals, and superintendents. The ultimate value of such materials will be determined by the extent to which they are used and to the extent that suggestions are made for improvement.

Leslie Fisher
State Superintendent

ACKNOWLEDGEMENTS

We wish to express our appreciation for the cooperation of those who helped in the development of this curriculum guide. This guide was made possible by the suggestions, materials, and assistance given by many individuals throughout the State.

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A special thank you to the High School District of Santa Barbara, California, for permission to use two items: "Multiple Choice Test for Library Skills and Knowledge, Junior High" and "Multiple Choice Test for Library Skills and Knowledge: Diagnostic gr. 10, Evaluative gr. 12 1970A Edition" (These are now out-of-print.)

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Introduction

To develop in all students K-12 the skills necessary to produce independent, resourceful users of information is the goal of all media specialists, teachers, and administrators. Information today is in many forms and thus requires the ability of students to use a variety of materials, machines, and equipment as part of the learning process.

This Guide is intended to be just that, a guide, for use by media specialists and/or teachers at all levels to facilitate student mastery of a variety of media skills. It is felt that the Guide can be effectively used in developing a sequential program of instruction of media skills for grades K-12. Emphasis is on integration of these skills with the student's other educational activities rather than as something isolated, separate, and apart from the rest of the learning program in the school.

The emphasis placed on developing goals and behavioral objectives as a means for effective educational planning was the determining factor in deciding the format to be used in this publication. In acknowledging that the specificity of a particular objective should fit the local situation, the writing committee decided to direct itself to two components of a behavioral objective—**who** is expected to perform and **what** is to be the outcome. (Other components of an objective such as **how much** achievement is expected, **when** will it be measured, and the **conditions** for evaluation were not included but rather are to be inserted by the user of the Guide.) Suggested activities for meeting the objective are listed and by no means should the user be restricted to those – they are a starting point. Also identified are resources to be used in achieving the objectives. It is not intended that this be an all-inclusive list or that all the resources must be available, but, rather that the list serve as a point of reference for planning instruction.

It is hoped that this Guide will be flexible enough to be of value to the user regardless of the size of the school so that all students K-12 will have the opportunity to develop as efficient media users.

INTRODUCTION TO THE K-3 SECTION

In order for students to grow to become independent users of media, planned instruction must begin at an early age. Once the child enters the educational system it is not too early to begin introducing some basic skills.

The elementary school media specialist and/or teacher will introduce and acquaint the K-3 student with the media center realizing that many of the skills introduced in grades K-3 will need to be reinforced in the upper grades.

Identified goals for K-3 are:

1. To become acquainted with sources of information and knowledge.
2. To develop desirable attitudes and habits of media citizenship.
3. To identify the basic parts of a book.
4. To recognize an encyclopedia as a source of general information.
5. To recognize basic dictionaries and their alphabetical arrangement.
6. To become acquainted with the Dewey Decimal System as a subject arrangement.
7. To recognize the card catalog as a tool used in locating material.
8. To develop a basic acquaintance with special reference materials.
9. To understand basic research procedures.
10. To develop facility in the operation of media equipment on his level and acquaintance with the usefulness of graphics.
11. To recognize the diverse backgrounds and talents of persons in his community and the value their knowledge can have for him.
12. To understand the content and arrangement of the vertical file.
13. To recognize the use of maps and their general arrangement.
14. To form a basic appreciation of the value of literature and of the knowledge imparted by books.

SECTION K-3

Orientation

GOAL: To become acquainted with sources of information and knowledge.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. name media personnel. 2. locate and identify: sections of the media center, materials, and equipment on ability level. 3. check out materials independently.	The student will: 1. be introduced to media personnel. 2. learn to identify kinds of media. 3. practice checking out material properly. 4. view a filmstrip. **EVALUATION** Following orientation, the student will demonstrate proper procedure for checking out a book or other media materials.	*The Flinstones* "Barney Borrows a Book" (fs) *Stepping Stones to the Library*

SECTION K-3

Citizenship

GOAL: To develop desirable attitudes and habits of media citizenship.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. treat others fairly. 2. progress toward becoming an independent media user. 3. handle materials carefully. 4. observe media center policies.	The student will: 1. write original poems with illustrations about media center behavior. 2. view filmstrip. 3. view transparencies. 4. make a bookmark. 5. engage in role playing demonstrating proper book handling procedures. 6. make a poster. 7. share media center ABC's. **EVALUATION** The student will demonstrate desirable media citizenship as observed by media specialist.	*Books Talk Back* (fs) *Library Skills, Book I* Good Citizenship Bulletin Board "The Little Book's Story" (tr)

SECTION K-3

Parts of a Book

GOAL: To identify the basic parts of a book.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. identify these parts of a book: cover spine title page table of contents.	The student will: 1. view charts on the parts of a book. 2. design a book jacket. 3. make a title page, showing title, author, illustrator, publisher, place of publication. **EVALUATION** The student will name the parts of a book.	*Stepping Stones to the Library* Ideal Charts

SECTION K-3

Encyclopedias

GOAL: To recognize an encyclopedia as a source of general information.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. locate the encyclopedias in the media center. 2. recognize the arrangement of general encyclopedias as alphabetical. 3. use the guide words as the key to locating information. 4. compare the type of information found in encyclopedias with that found in dictionaries.	The student will: 1. examine encyclopedias, noting types of entries and their arrangement. 2. view filmstrips on encyclopedias as sources of information. **EVALUATION** The student will locate an encyclopedia and find specified information in it.	*Childcraft* (Guide and Index) *Compton's Pre-Cyclopedia* *New Book of Knowledge*

SECTION K-3

Dictionaries

GOAL: To recognize basic dictionaries and their alphabetical arrangement.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. locate dictionaries in the media center. 2. locate a word in it's proper alphabetical arrangement for reinforcement of ABC's.	The student will: 1. practice alphabetizing words in a list. 2. use guide words to find definitions. 3. locate definitions. 4. view a filmstrip. 5. shelve easy books as practice in alphabetizing. **EVALUATION** The student will locate the definition of a specified word.	*Charlie Brown Dictionary* *Golden Dictionary* *Rainbow Dictionary* *Thorndike-Barnhart Beginning Dictionary* *Webster's Elementary Dictionary* *Using the Elementary School Library* "Dictionaries" (fs) State Adopted Textbook List

SECTION K-3

Dewey Decimal System

GOAL: To become acquainted with the Dewey Decimal System as a subject arrangement.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. recognize the ten main divisions of Dewey. 2. locate those divisions applicable to his needs. 3. identify symbols used for fiction, easy books, and biography. 4. locate fiction. 5. Grade 3 – locate a book by the use of its call number.	The student will: 1. play locating games using the ten main divisions of the Dewey Decimal System with the media specialist specifying a title and students placing it in the proper division. 2. view a filmstrip. 3. arrange selected books in proper order by call number. **EVALUATION** The student will demonstrate knowledge of the Dewey Decimal System by locating easy, fiction and non-fiction sections, recognizing ten main divisions and locating selected materials or sections of materials.	*Quickwick: Your Library Guide* (fs)

SECTION K-3

Card Catalog

GOAL: To recognize the card catalog as a tool used in locating material.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. recognize the arrangement of the card catalog. 2. locate the call number on the catalog card. 3. identify the author of a book from the catalog card. 4. identify the title of a book from the catalog card.	The student will: 1. view related filmstrips. 2. view transparencies. 3. view and discuss posters. 4. examine interior and exterior card catalog guides. 5. browse through the card catalog to satisfy individual curiosity. 6. practice finding a book. **EVALUATION** The student will give the call number of selected materials after finding appropriate entries in the card catalog. Grade 3 – The student will locate a specified book in the media center independently.	*Libraries Are For Children* Library Posters Original Posters (sample cards) *Quickwick: Your Library Guide* (fs) Transparencies (actual sample cards) *Using the Elementary School Library* "How to Use the Card Catalog" (fs)

SECTION K-3

Special Reference Materials

GOALS: To develop a basic acquaintance with special reference materials.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. locate reference section. 2. identify an index. 3. locate periodical section.	The student will: 1. use an index to locate information on any designated topic with help from the media specialist as needed. 2. independently check out a periodical on his level. **EVALUATION** The student will demonstrate his knowledge of special reference materials by locating indexes in the media center and checking out a periodical.	Indexes Newspapers (local, state, regional and national) Periodicals

SECTION K-3

Research and Bibliography

GOAL: To understand basic research procedures.
***(For enrichment of accelerated students K-3.)**

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. locate different sources of material pertaining to a pre-determined subject. 2. prepare simple report integrated with a unit of classroom study as an individual or group project.	The student will: 1. locate information in an encyclopedia with help if necessary. 2. locate materials using the card catalog. 3. join in special group projects with help, as needed. 4. list by author and title materials used. 5. produce or find pictures to illustrate materials. 6. report findings. **EVALUATION** The student will complete a simple report satisfactory to the teacher and media specialist.	Encyclopedias and other reference work according to needs.

SECTION K-3

Audio-Visual

GOAL: To develop facility in the operation of media equipment on the individual's level and acquaintance with the usefulness of graphics.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. recognize and locate appropriate machines. 2. operate a cassette recorder/player efficiently. 3. operate a record player. 4. operate a simple filmstrip viewer. 5. operate a simple camera with help if necessary. 6. produce original tapes, posters and transparencies.	The student will: 1. view, discuss and have hands-on experience with the cassette player, the record player and the filmstrip projector. 2. operate machinery for class viewing and listening. 3. photograph subjects pertaining to school work. 4. design an illustration for a book with pictures, photographs or transparencies. **EVALUATION** The student will demonstrate ability to operate machinery for class viewing and listening. The student will use pictures to intensify and illustrate his communications.	*Quickwick: Your Library Guide* (fs) Sources for production of filmstrips and films, etc. For the teacher: *Children are Centers for Understanding Media* For the student: *Photography: How to Improve Your Technique* *How to Make Good Pictures* *Filming Works Like This*

SECTION K-3

Community Resource

GOAL: To recognize the diverse backgrounds and talents of people in the community and the value of their knowledge.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. help build a community resource file. The media specialist (or teacher) will: 1. survey parents of school children to determine careers, special interests, talents, etc. to develop a community resource file. 2. arrange for and/or schedule visits by community members.	The student will: 1. suggest persons of special abilities and experiences for the community resource file. 2. have the opportunity to visit with community resource people in the classroom. 3. help in the development of a community file by taking a questionnaire home for completion by parents. **EVALUATION** The media center will utilize the talents and knowledge of community residents. A community resource file will be begun or improved upon.	Community Resource File

SECTION K-3

Vertical File

GOAL: To understand the content and arrangement of the vertical file.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. identify the types of materials found in the the vertical file. 2. find materials on several subjects using the vertical file.	The student will: examine the vertical file, noting the type and variety of materials included and their arrangement. **EVALUATION** To supplement the study of a particular topic, the student will locate related material in the vertical file.	*Vertical File Index*

SECTION K-3

Maps and Charts

GOAL: To recognize the use of maps and their general arrangement.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. identify the basic symbols used on a map. 2. read and interpret simple charts.	The student will: 1. make a simple map of his immediate surroundings. 2. locate an atlas in the media center and recognize it as a bound collection of maps. **EVALUATION** The child will find his street on a community map. The student will produce his own simple map.	Social studies unit on maps and globes.

SECTION K-3

Literature Appreciation

GOAL: To form a basic appreciation of the value of literature and of the knowledge imparted by books.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. take part in at least one dramatization or sharing experience involving a book. 2. check out books. 3. participate in reading activities.	The student will: 1. listen to stories. 2. share oral storytelling 3. engage in role playing or dramatization. 4. check out books. 5. prepare author reviews. **EVALUATION** Each student will participate in some dramatization or other sharing experience involving a book. Circulation will show an increase.	*Bookmate* *In What Book: Over 400 Fascinating Questions About Outstanding Children's Books*

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K - 3

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Golden Dictionary. Golden Press, 1944. (o.p.)
"How to Tell a Story". Ruth Sawyer. F. E. Compton.
How to Make Good Pictures. 33rd ed. Eastman Kodak Company, 1972.
Ideal Charts. Highsmith.
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Libraries Are for Children. Margaret Taylor and Kathryn Liebold. Fordham, 1965.
Library Skills, Book I. Denison, 1965.
Library Posters. F. A. Owen Company.
"The Little Book's Story". United Transparencies.
New Book of Knowledge: the Children's Encyclopedia. 20v. Grolier.
Photography: How to Improve Your Technique. Catherine Noren. Watts, 1973.
Quickwick: Your Library Guide. Spoken Arts. (sound filmstrip)
Rainbow Dictionary. Wendell W. Wright. World Publishing Company, 1972.
Stepping Stones to the Library. Margaret F. Danes and Elizabeth W. Koenig. Fordham, 1974.
Stories: a List of Stories to Tell and Read Aloud. 6th ed. New York Public Library, 1972.
Thorndike-Barnhart Beginning Dictionary. 7th ed. E. L. Thorndike and C. L. Barnhart. Doubleday, 1972.
Using the Elementary School Library. Society for Visual Education. (filmstrip)
Vertical File Index. H. W. Wilson. (monthly)
Webster's Elementary Dictionary. Merriam, 1966.

The following resources are considered to be of such value that they are listed in addition to those resources under each goal. These materials are broader in scope.

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Children's Book on How to Use Books and Libraries. 3d ed. Carolyn Mott and Leo Baisden. Scribner, 1968.
Creating a School Media Program. John T. Gillespie and Diana L. Spirt. Bowker, 1973.
Discovering Books and Libraries. Florence D. Cleary. Wilson, 1966.
Using the Card Catalog. Margaret V. Beck and Vera M. Pace. Denison, 1964.
Using the Dewey Decimal System. Margaret V. Beck and Vera M. Pace. Denison, 1965.
Using Reference Material. Margaret V. Beck and Vera M. Pace. Denison, 1966.

INTRODUCTION TO THE 4-6 SECTION

Students in grades 4-6 should have an opportunity to reinforce those basic skills previously learned while at the same time acquiring new media skills. Careful planning on the part of the media specialist and/or teacner is important for each student to be assured some measure of success in the effort to meet the specified objectives.

Goals for 4-6 students:

1. To become acquainted with media personnel and location of materials.
2. To become a desirable media user.
3. To identify and use the parts of a book.
4. To develop skill in using general encyclopedias.
5. To develop skill in using a dictionary.
6. To develop ability to use the Dewey Decimal System of classification.
7. To develop skill in using the card catalog.
8. To become familiar with special reference material.
9. To develop an interest in learning about people.
10. To develop an awareness of the sources for current information.
11. To become familiar with books of outstanding literary quality.
12. To develop facility in the use of audio visual materials and equipment.

SECTION 4-6

Orientation

GOAL: To become acquainted with media personnel and location of materials.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. name media personnel. 2. locate and name the different sections including: a. easy b. fiction c. non-fiction d. biography e. encyclopedias f. reference g. magazines h. card catalog i. vertical file j. circulation desk k. audio-visual	The student will 1. be introduced to media personnel. 2. take a media center tour. 3. view a filmstrip 4. let students draw a card pointing out the section's location in the media center. 5. study transparencies 6. complete worksheet (teacher made or commercial). **EVALUATION** Using a map of the media center, student will label each section.	*Basic Library Skills* "The Library" (tr) "What is a library" (dup master) *The Flintstones* "Barney Borrows a Book" (fs) *Using the Elementary School Library* "Exploring the Library" (fs)

SECTION 4-6

Citizenship

GOAL: To become a desirable media user.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. handle all materials carefully. 2. observe proper procedure in borrowing and returning of materials. 3. respect the rights of others.	The student will: 1. view filmstrips. 2. read and illustrate media center ABC's. 3. write an original poem. 4. make bookmarks on media center citizenship. 5. plan and prepare bulletin board on media center citizenship. **EVALUATION** Student will, by his behavior, demonstrate desirable media citizenship.	Be a Library Angel (poster) *Books Talk Back* (fs) *The Flintstones* "Barney Visits the Library" (tr) *Library Skills, Book I*

SECTION 4-6

Parts of a Book

GOAL: To identify and use the parts of a book.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: identify and use parts of a book: a. title page b. copyright date, publisher c. table of contents d. preface, foreward e. introduction f. maps, charts, graphs, illustrations g. appendix, glossary h. index i. bibliography	The student will: 1. see the parts of a book as illustrated through the use of transparencies. 2. locate parts of a book by following oral instructions. 3. complete worksheets. **EVALUATION** Student will complete a teacher assignment in a specific subject area, requiring use of the parts of a book.	*Basic Library Skills* "A book has many parts" (tr) "Do you know the parts of a book" (dup master) *Libraries are for Children* "Meet Mr. Book" (dup master) "Special features of a book" (dup master) *Library Skills, Book I* "Parts of a book" (dup master)

SECTION 4-6

Encyclopedias

GOAL: To develop skill in using general encyclopedias.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. become familiar with: a. guide words b. key words c. headings d. subheadings. 2. locate information about: a. persons b. places c. things	The student will: 1. view filmstrips. 2. examine encyclopedias. 3. discuss: a. edition b. scope c. arrangement d. contents e. illustrations f. indexes g. cross-references h. guides i. headings. 4. compare information on same subject in different sets of encyclopedias. **EVALUATION** The student will select a subject and write a brief summary.	*Britannica Junior* *Compton's Encyclopedia and Fact Index* *Look It Up; How to Get Information* (fs) *Merit Student Encyclopedia* *New Book of Knowledge* *Using the Elementary School Library* *World Book Encyclopedia*

SECTION 4-6

Dictionary

GOAL: To develop skill in using a dictionary.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. distinguish between an abridged and unabridged dictionary. 2. display skill in using a dictionary as a dictionary as a source of information for: a. pronunciation b. spelling c. syllabification d. definitions.	The student will: 1. practice alphabetical order by shelving books. 2. view a filmstrip. 3. listen to cassette tapes and follow instructions. 4. examine dictionaries and note differences. 5. play game, "Dictionary Football". 6. practice looking up words. **EVALUATION** Complete worksheet "Using the Dictionary" or a teacher-made one.	*Bank of Ideas* "Dictionary Football" (game) *Dictionary Skill Chart* *Dictionary Skill Transparency* *Dictionary Skills* (cassette) *How to Use the Dictionary* (cassette) *Library Skills, Book III* "Using the Dictionary" (dup master) *Using the Elementary School Library* "What's in the Dictionary" (fs)

SECTION 4-6

Dewey Decimal System

GOAL: To develop ability to use the Dewey Decimal System of classification.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. match books and other material to the 10 main divisions of Dewey. 2. locate books in the 10 main divisions on the shelves.	The student will: 1. view filmstrips, transparencies, posters and charts. 2. make flash cards with Dewey numbers. 3. match subject cards to Dewey numbers. 4. examine books in a main division and note the variety of subjects. 5. complete worksheets. **EVALUATION** Student will complete worksheet "Finding a book by its Dewey number", or a teacher-made one.	*Basic Library Skills* "The Dewey Decimal System" (tr) "What a Dewey number tells us" (tr) "The 10 Dewey Categories" (dup master) "Understanding Dewey numbers" (dup master) "Using Dewey numbers" (dup master) "Finding a book by it's Dewey number" (dup master) *Haunted Library* (cassette) How to Find a Book Poster *Libraries Are For Children* (dup master) *Library Skills, Book II* "A story about the Dewey Decimal System" "Fun with Dewey" "Dewey Decimal System of Classification–Which Class" "Organizing Nonfiction books by the Dewey Decimal System of Classification" *School Library Series* "The Dewey Decimal System" (fs)

SECTION 4-6

Card Catalog

GOAL: To develop skill in using the card catalog.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. identify the following types of catalog cards. a. author b. title c. subject. 2. locate books and other materials by using the card catalog.	The student will: 1. view filmstrips and transparencies. 2. examine set of catalog cards. 3. make a basic set of cards; author, title and subject. 4. complete worksheets. 5. using the card catalog list all books on a certain subject, or by a particular author. **EVALUATION** The student will be given a title to determine if it is part of the media center's collection by looking it up in the card catalog.	*Basic Library Skills* Enlarged Wilson Catalog Cards *Libraries are for Children* "Treasure Hunt for Books" (dup master) "What to do? Use a special clue" (dup master) *Library Skills, Book I* *Library Skills, Book II* *Using the Elementary School Library* "How to use the Card Catalog" (fs)

SECTION 4-6

Special Reference Material

GOAL: To become familiar with special reference materials.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: recognize special reference books as sources of information.	The student will: 1. examine a variety of specialized reference sources and compare content. 2. match subject areas in the curriculum with specialized reference tools. 3. discuss arrangement of content. 4. complete worksheets. 5. view and discuss transparencies. **EVALUATION** The student will select appropriate reference book to find information on an assigned subject.	*American Book of Days* *Bartlett's Familiar Quotations* *Basic Library Skills* *Famous First Facts* *Goode's World Atlas* *Illustrated Atlas for Young America* *Information Please Almanac* *Junior Book of Authors* *Library Skills, Book III* *Lincoln Library of Essential Information* *More Junior Authors* *Third Book of Junior Authors* *Webster's Biographical Dictionary* *Webster's New Dictionary of Synonyms* *Webster's New Geographical Dictionary* *World Almanac*

SECTION 4-6

Biography

GOAL: To develop an interest in learning about people.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. distinguish between the following types of biographies: a. individual b. collective c. autobiography 2. read biographies to: a. increase knowledge of other people. b. increase knowledge of other places and times. c. identify good non-fiction writing.	The student will: 1. view and discuss transparencies. 2. locate biographies on the media center's shelves. 3. view filmstrips. 4. complete worksheets. **EVALUATION** The student will read a biography to enrich his knowledge of people, places and times related to a specific unit of study.	*Basic Library Skills* *Famous Americans* (fs) *Fundamentals of Language Arts* "Famous People" (fs) *Library Skills, Book III* "Biographies" (dup master) "Let's look at Biography" (dup master) "Writing an Autobiography" (dup master)

SECTION 4-6

Current Material

GOAL: To develop an awareness of the sources for current information.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: become familiar with: a. vertical file b. magazines/periodicals c. newspapers	The student will: 1. identify the arrangement of the vertical file, examining sample materials. 2. examine several magazines and note the type of content, frequency of publication, special features. 3. look in newspapers for local, state and and national news. Discuss regular features of a newspaper such as weather, daily record, society, sports, want ads, and editorials. 4. participate in class activity, "Newspaper Headlines", (see Potpourri Section). **EVALUATION** Student will locate curriculum related current information in the vertical file, magazine, or newspaper and share with the class.	Vertical File Magazines: American Girl Boy's Life Cricket Highlights Child Life Jack & Jill Young Miss National Geographic National Geographic School Bulletin Ranger Rick Sport Science Digest Science Activities Red Cross News Bulletin Newspapers: Local State National *Library Skills, Book III* "Magazines" "Reader's Guide to Periodical Literature" *Subject Index to Children's Magazines* *Grade Teacher* "Teaching Tips for all Grades"

SECTION 4-6

Literature Appreciation

GOAL: To become familiar with books of outstanding literary quality.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. identify the following awards: a. Sequoyah Book Award b. Mildred Batchelor Award c. Edgar Allen Poe Award d. Newbery Medal e. Caldecott Medal 2. participate in reading activities.	The student will: 1. view filmstrips on outstanding books and authors. 2. locate award books in the media center. 3. read award books. 4. prepare author reviews. 5. engage in roleplaying or dramatization. 6. discuss books. **EVALUATION** Student will participate in a sharing experience with a book. Teacher will observe increased reading of outstanding books.	*Adventures in Reading* (fs) *Authors and Illustrators of Childrens Books* *Books are by People* Horn Book Magazine *In What Book: Over 400 Fascinating Questions About Outstanding Children's Books* *Junior Book of Authors* *More Junior Authors* Newbery Activity Program *Newbery Award Library* (fs) *Third Book of Junior Authors*

SECTION 4-6

Audio Visual

GOAL: To develop facility in the use of audio visual materials and equipment.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. locate and operate equipment. 2. select audio visual materials appropriate for a specific machine. 3. produce original audio visual materials.	The student will: 1. examine equipment, discuss its operation, care and appropriate use. 2. browse through audio visual software to be familiar with the location and different types. 3. have hands on experience with a variety of equipment. 4. make a tape recording, a poster, simple transparency, or other audio visual aids to learning. Advanced students with approval and assistance from the media specialist may make "Wag-a-book-bags" for the lower grades. (The student selects a book to read and record on cassette which may be checked out and taken home.) **EVALUATION** The student will use audio visual materials to stimulate interest in a curriculum related subject.	*Instructional Media Curriculum Guide* *Quickwick: Your Library Guide* (fs) *School Media Quarterly* Audio visual software Cassette recorder/player Filmstrip projector Opaque projector Overhead projector Record player Reel to reel recorder Slide projector

POTPOURRI OF IDEAS

NEWSPAPER HEADLINES

Taken from "Teaching tips for all Grades" from *Grade Teacher.* Article by Edwin Hermanni.

To stimulate interest in reading newspapers, start a headline collection for the year or term. It should consist of clippings of important events of each week that could be considered of history-making value.

Each student should bring the headline which he considers to be of the most importance each week. Assigned committees will evaluate the clippings brought and determine which ones should be used in the permanent collection. Some twenty to forty clippings mounted in an appropriate place with the pupils name would, at the close of the term offer a comprehensive survey of the news that made current history.

REFERENCE

Make a permanent set of questions for each reference book. Prepare an answer key on another paper. Color code questions and answers by mounting the question and answer sheets on the same color of construction paper (laminate if possible).

Students can gain skill in using reference books by looking up questions and checking the answers independently. File questions near the reference books for easy accessibility.

NEW BOOKS TREASURE HUNT

When ready to place new books on the shelf, and before filing the catalog cards, put one card for each new book, (title, author or subject card) in an attractive container and let each student draw one. He must tell what type of card he has and then locate the book on the shelf. Special bookmarks might be placed in the new books for the "treasure".

Let each student tell something about the book he finds, then when all have been located exchange books to examine and decide if he wants to check one out.

CALDECOTT BOOK SHARING

Let 5th or 6th grade students research the Caldecott Award, select one of these books and present it to a Kindergarten, first or second grade. Encourage them to use original ideas to introduce the story and to hold the children's interest. They could select or make audio visual aids, make arrangements with the teacher for a time and make sure the story they select is on the grade level they will give it to. This is an excellent learning experience and very rewarding for all involved.

THE TALKING BOOK

Let a student who has enjoyed reading a particular book, prepare a cassette tape on it, giving the title, author and why he liked the book. He should leave some questions on the book unanswered to encourage others to read it. Place the tape recorder with an earphone by a large cardboard book entitled "The Talking Book" so that students can listen without disturbing others.

REFERENCE ROCKET – Grades 4, 5, 6

Purposes: To acquaint children with a variety of reference tools and their uses.

Behavioral Objective: Children will demonstrate their knowledge of various reference tools by correctly identifying a source for several questions.

How to Make and Play: The rocket is made from six ice cream cartons (round, like those from Baskin-Robbins). Each carton represents a rocket stage.

Each stage is labeled with type of reference tool. Example, Dictionary, Encyclopedia, Biography, Atlas, Almanac, Card Catalog.

Children are given a star with a reference question. Example: When was John Wayne born? The star is then placed on the appropriate stage with a piece of masking tape.

This may be played with a number of children.

Variety: A Contest may be held between the boys and girls to see which team gets the most correct answers.

DEWEY DECIMAL GAME – Grades 3-6

Purpose: To review with the children the ten major classes of the Dewey Decimal System and some of their component classes.

Behavioral Objective: Children will correctly identify the major classification of various subjects.

How to Make and Play: Each of the ten major classes of the Dewey Decimal System is illustrated individually with a representative picture on a piece of tag board.

Each tag board also has a pocket attached for the insertion of subject cards.

A package of subject cards is prepared, example: travel, geography, mathematics.

Children are to place the subject cards in the pocket of the correct classification number.

Any number of children may participate.

MEDIA BINGO – All grades

Purpose: To introduce children to the audio visual hardware and software available to them.

Behavioral Objective: Children will be able to correctly identify all hardware and software in the center.

How to Make and Play: Each child received a game board of _____ squares pictured with some piece of hardware or software.

The children also receive markers to place on the appropriate square when needed.

A caller draws a slip of paper stating the type of media to be covered on the game board.

The first child to successfully fill a row; either diagonally, straight across, or up and down, is declared the winner.

Any number of children may participate.

Caution: Each game board must be unique. Some planning is required to guarantee that there are no two game boards exactly alike.

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INTRODUCTION TO THE JUNIOR HIGH SECTION

The Junior High section is intended to serve media personnel and teachers working with students who are in a critical transition period in their lives. Adaptation of the Guide, by media personnel to meet the needs of the school regardless of its philosophy (open space, open education, traditional, etc.), will provide more opportunity for student involvement and success.

Recognizing the presence of middle schools and the variance in grade levels included in them, the orientation objectives in this section can be used as an overview for grade six in the middle school, grade seven in the traditional junior high, or as a starting point for those having little or no previous instruction in media skills. This, too, is a reinforcement time as well as a new beginning.

Goals for Junior High:

1. To become acquainted with the media center.
2. To develop the ability to use the appropriate reference materials.
3. To develop an awareness of the sources of current information.
4. To develop an understanding of the use of AV materials and equipment as an integral part of the curriculum.

JUNIOR HIGH

Orientation

GOAL: To become acquainted with the media center.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will demonstrate a knowledge of:	The media specialist will:	Name tags for media staff
1. media center behavior.	1. identify media personnel.	Library Angels Posters
	2. demonstrate how to handle books properly.	Posters on media center etiquette
	The student will:	Chart of check-out procedure
	1. make a poster illustrating good media center etiquette.	
	2. check out a book.	
2. physical arrangement of media center and materials.	The media specialist will:	Map worksheet of media center
	1. plan a media center tour for locating:	Transparency showing floor plan
	check-out desk card catalog fiction and non-fiction books magazines and newspapers reference section non-print materials and equipment.	
3. media terminology.	The student will:	*Library Research Tools* "The Book" (fs)
	1. view transparencies of media center vocabulary.	*School Library Series* "Using Books" (fs)
	2. see filmstrips.	Transparencies listing media center vocabulary
	3. Make a booklet including various parts of a book.	
4. Dewey Decimal classification system.	The student will:	*School Library Series* "The Dewey Decimal System" (fs)
	1. view filmstrips, transparencies, posters and charts.	

JUNIOR HIGH

Orientation

GOAL: To become acquainted with the media center. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
	2. match subject headings to the appropriate divisions of Dewey using flash cards (small or large group activity). 3. identify books in a display according to the main divisions of Dewey. 4. use Scholastic Book Service's cartoon representation of Dewey (or something similar) as a sample, to draw their own cartoons to illustrate Dewey. (Display them in the media center.) Perhaps even make a contest out of it.	
5. Card Catalog.	The student will: 1. view transparencies and charts. 2. look up an author; list all books available in the media center by that author. 3. select a subject; list all books and materials available on that subject. 4. use surplus catalog cards for hands on experience in various situations (i.e. arranging in alphabetical order, identifying different types of cards). **EVALUATION** Each student is given the title of a book to locate in the card catalog. He will find the book on the shelves and check it out. Then he will use the book to name the author, copyright date, pagination, index, glossary, etc.	*Basic Library Skills* (tr) Enlarged Wilson Catalog Cards Wall Charts

JUNIOR HIGH

Reference (Encyclopedias)

GOAL: To develop the ability to use appropriate reference materials.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will demonstrate acquaintance with and facility in use of: 1. encyclopedias.	The media specialist will: 1. to make students aware of the many different encyclopedias available, plan a treasurehunt of multiple days for students to look for and identify encyclopedias. They may look at school, home, public library, etc. A list is compiled of specific titles. The student will: 1. after determining the number of different encyclopedias available at school, select a subject (from a teacher and media specialist prepared list) and, using the indexes in an assigned number of encyclopedias compare: length of articles, how many subtopics, presence of illustrations and number, etc. 2. view available filmstrips about encyclopedias. **EVALUATION** Each student will select an article, take notes, and write brief summary.	*Library Research Tools* "Encyclopedias" (fs) *Using the Library* "Using the Encyclopedia (fs) Set of encyclopedias The "Use of . . ." guides available from publishers of various tools.
Reference (Dictionaries) 2. abridged and unabridged dictionaries.	The student will: 1. use worksheets to compare abridged and unabridged dictionaries. 2. play the "Dictionary Football" game. 3. view available filmstrips about dictionaries. **EVALUATION** Each student will look up and give the most current definition for a list of words selected from abridged and unabridged dictionaries showing diacritical markings.	*Bank of Ideas* *Dictionary in Action* (fs) *Discovering the Dictionary* (fs)
Reference (Indexes) 3. *Reader's Guide to Periodical Literature*	The student will: 1. examine old issues of the *Reader's Guide.*	"How to Use the Reader's Guide" *Library Research Tools*

JUNIOR HIGH

Reference (Indexes) Continued

GOAL: To develop the ability to use reference materials. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
	2. identify what magazines are available in the media center and those available that are indexed in *Reader's Guide.* 3. take an article from a current magazine and index it as if it were going to be entered in *Reader's Guide.* 4. complete a media specialist and teacher prepared worksheet. **EVALUATION** Given the opportunity to select a topic related to a particular unit being studied, each student will look up the subject in the *Reader's Guide*, locate an article, list it's title, the magazine and date.	"Reader's Guide to Periodical Literature" (fs) Old paperback issues of *Reader's Guide* and/or *Abridged Reader's Guide* *Your Library Resources and How to Use Reader's Guide*
Reference (Specialized) 4. almanacs, gazetteers, atlases.	The student will: 1. view an appropriate filmstrip. 2. see actual pages of atlases, almanacs and gazetteers by opaque projection. 3. participate in a round-robin activity where the books are displayed on tables according to type and the students are given time at each table to handle and examine them. 4. have hands on experience with different types of atlases (i.e. historical, geographical). Probably will include completion of a prepared worksheet. **EVALUATION** Using reference books he has examined, the student will look up answers to open book test prepared by media specialist.	*Using the Library* "Using Special Reference Tools" (fs) *Atlas of the Historical Geography of the United States* *Columbia Lippincott Gazetteer of the World* *Goode's World Atlas* *Information Please Almanac* *Muir's New School Atlas of Universal History* *National Geographic Atlas of the World* *New York Times Atlas of the World* *New York Times Encyclopedia Almanac* *Shepherd's Historical Atlas* *Statesman's Yearbook* *Webster's New Geographical Dictionary* *World Almanac* *World Atlas*
5. general biographical dictionaries (8th-9th)	The student will: 1. see by opaque projection actual pages from general biographical dictionaries such as those listed in 'Resources' column.	(PEOPLE PAST) *Dictionary of National Biography* *New Century Cyclopedia of Names* *Who Was Who in America*

GOAL: To develop the ability to use appropriate reference materials. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
	2. handle and examine books arranged in two groups according to: (1) people in the past and (2) people in the present. 3. be given a list of people to identify as to their reason for importance, area of specialization, nationality, etc. **EVALUATION** Each student will write a brief biography of three famous people using at least three different sources.	(PEOPLE TODAY) *Current Biography* *International Who's Who* *Webster's Biographical Dictionary* *Who's Who in America*
6. special reference materials for Social Studies (8th-9th).	The student will: 1. view different resources by use of the opaque projector. 2. examine copies of references as arranged on a table display. 3. select a particular event, date, etc., and, using a minimum number of resources compare the amount of information in each resource. The media specialist will: work cooperatively with the teacher to design other activities that will involve the use of some of these resources. **EVALUATION** Given a list of special reference sources available in the media center, the student will write a brief statement relating how each resource can be used.	*Annals of America* *Atlas of American History* *Before the Mayflower: A History of the Negro in America 1619-1966* *Chronicles of Oklahoma* *Civil War Dictionary* *Concise Dictionary of American History* *Dictionary of American History* *Documents of American History* *Encyclopedia of American Facts and Dates* *Encyclopedia of American History* *Encylcopedia of the American Revolution* *Facts About the Presidents* *Famous First Facts* *From Slavery to Freedom* *Handbook of American Indians North of Mexico* *Historical Atlas of Oklahoma* *Indians in America's Past* *What Happened When*
7. special reference materials for science.	The student will: 1. view an appropriate filmstrip. 2. have hands on experience with special references on a table display. 3. "Science in the News" – Use current resources (magazines and newspapers), to make oral or written reports on some area of science in the	*Using the Library* "Using Special Reference Books" (fs) *Book of Popular Science* *Compton's Illustrated Science Dictionary* *Famous First Facts* *Hammond's Nature Atlas of America* *Harper Encyclopedia of Science*

GOAL: To develop the ability to use appropriate reference materials. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
	news. (Student comments should be required in addition to the synopsis.) 4. design and prepare a bulletin board for the media center on science in the community. (small group or class project) Does the media center need a terrarium or perhaps some hanging baskets, etc? Working with the science teacher the media specialist can provide the necessary materials once the class has researched the plants that would be appropriate. **EVALUATION** Each student will choose a topic of special interest, take notes from at least three sources; write a paper or give oral report in class.	*Illustrated Encyclopedia of the Animal Kingdom* *World Almanac and Book of Facts* Periodicals: *Popular Science* *Science Digest* *Science News*
8. special reference materials for Mathematics.	The student will: 1. examine source books available in the media center 2. view available filmstrip. The media specialist will: work with teachers to develop extra credit assignments for students to broaden their understanding of mathematics. For example: (a) Research and report on various mathematicians - Plat, Thales, Euclid, and George Cantor, etc. (b) Research and report on various terms and symbols used in mathematics. (c) Prepare a collection of formulas used by people in different fields of work. (d) Prepare a bulletin board or display of articles from newspapers and magazines in which very large numbers are used. (e) Research the abacus then construct one. **EVALUATION** Each student will complete teacher prepared materials materials requiring use of mathematical resources.	*Book of Popular Science* *Great Mathematicians* *International Conversion Tables* *Mathematics Dictionary* *Mathematics for the Million* *Men of Mathematics* *Prepare Now for a Metric Future* *World of Mathematics* *Using the Library* "Using Special Reference Tools" (fs)

JUNIOR HIGH

Current Resources

GOAL: To develop an awareness of the sources for current information.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. become familiar with the vertical file.	The student will: 1. view sample pamphlets, pictures and clippings from the vertical file by means of opaque projector. 2. use the vertical file examining pamphlets, bulletins and other current materials aavailable. **EVALUATION** The student will prepare a bibliography of materials available in the vertical file on a given subject.	*Vertical File Index* Your vertical file
2. use newspapers as sources of current information.	The media specialist will: discuss with teacher and class special features, editorial policy, and bias in reporting news. **EVALUATION** The student will read and present to the class one article from his choice of newspapers evaluating source and accuracy.	Newspapers: local, regional, national

JUNIOR HIGH

Audio Visual Equipment and Production

GOAL: To develop an understanding of the use of AV materials and equipment as an integral part of the curriculum.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. learn to operate AV equipment. 2. develop the ability to produce AV materials as a natural component of the educational experience.	The student will: 1. experiment with and use the opaque projector to enlarge materials for a variety of uses (posters, bulletin board materials, etc.) and/or project materials which otherwise have limited exposure. 2. play and record tapes, operate filmstrip viewers, record players, video tape (where possible), overhead projectors; if applicable, microfiche, microfilms. As needed in class assignments the student will produce: posters simple transparencies pictures (mounted or projected) slides: either hand drawn or photographic tape recordings video tapes (if applicable) movies **EVALUATION** The student will be able to select or produce appropriate visual materials for an assignment. (simple transparencies, posters, mounted pictures, photographs, tape recordings)	Filmstrip machine Opaque projector Overhead projector Record player 16mm movie projector Super 8 film loop projector Video tape Tape recorder *Creating Instructional Materials* *Instructional Media Curriculum Guide* *Planning and Producing Audio Visual Materials* *Preparation of Inexpensive Teaching Materials* *Simplified Techniques for Preparing Visual Instructional Materials* *Techniques for Producing Visual Instructional Media* *Thinking With a Pencil*

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INTRODUCTION TO THE HIGH SCHOOL SECTION

The high school media specialist or teacher will realize that many of the skills which were introduced in the elementary and junior high grades need to be reintroduced and retaught in the tenth grade and then reviewed again in the eleventh and twelfth grades. The media specialist will also realize that many of the skills previously presented need to be taught in greater depth at the secondary level.

Following is a list of goals for teaching media skills in high school. These goals are designed for the student –

(1) to become acquainted with the school's media center.
(2) to develop the skills needed to effectively use the school's media center.
(3) to develop the ability to locate and gather information about people.
(4) to develop the skills needed to locate information about words.
(5) to develop the ability to locate and use current materials.
(6) to develop the ability to use the appropriate reference materials in securing information for use in all subject areas of the school's curriculum.
(7) to establish a closer working relationship between our schools and the world of work and to provide information to students, regarding higher education, vocational training, and employment.
(8) to have the opportunity to create, adapt, or duplicate materials as a natural component of the educational experience.

Each of these goals is followed by objectives, suggested to meet the objective, activities and resources. Some of the objectives fall into the cognitive domain, while others belong in the affective. Too, some of the objectives are not as easily measured as others, yet they have been included because they are important in teaching media skills. For instance, an important objective is to develop in students an interest and desire to read; however, it is not easy to measure such an objective.

Another important area in teaching media skills concerns learning the operation and production of audio visual materials. It is recommended here that these skills not be taught as isolated segments in the curriculum, separate from other subjects. Rather it is recommended that these skills be introduced along with other units of study, when appropriate.

The list of resources for each unit is not an exhaustive list. It is only a representative list of materials that can be used at a given level. It is also realized that not all of these materials will be available in every school media center, nor is it intended that all of these materials must be used with all students. The media specialist and/or teacher will need to select and use those materials which are suitable and appropriate in their particular situation.

At the end of this section are the appendices, which include examples of various activities and sample tests that can be used by the media specialist and teacher.

HIGH SCHOOL

Orientation – Review

GOAL: To develop the skills needed to effectively use the school's media center.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. demonstrate proficiency in using the Dewey Classification System to locate books and other materials. (Optional introduction to Library of Congress).	The media specialist will: review the ten main classes of Dewey explaining call numbers and the arrangement of books and other materials on the shelves. (i.e. reference, fiction, biography, records, etc.) The student will: draw a floor plan of the media center and use it for an aid in practicing locating and shelving books according to call number.	*Dewey Decimal Classification* (fs) *Library of Congress Classification* (fs) *Library Research Tools* (fs) *Library Tools* (fs) *Using Today's Library* (fs) Game: Search Teacher made activities "Dewey Decimal System of Classification" (tr) Floor plan of center
2. use the card catalog to locate books and non-book materials	The media specialist will: 1. review and show samples of catalog cards: author; title and subject. 2. explain simple cataloging rules and cross reference. 3. provide practice in using the card catalog.	Enlarged Wilson catalog cards Mimeographed sheet with examples of cards Sample sets of catalog cards Transparencies Trays from card catalog
3. demonstrate a knowledge of the parts of a book.	The media specialist will: explain the various parts of the book. The student will: examine library books to secure specific information from the various parts.	Books – especially reference books *Library Research Tools* "The Book" (fs)

Orientation – Review (Continued)

GOAL: To develop the skills needed to effectively use the school's media center. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
4. consult encyclopedias for general information.	The media specialist will: 1. provide opportunities for practice in using encyclopedias by use of worksheets, etc. 2. discuss when to use encyclopedias and for what purpose. 3. stress the use of the index.	Encyclopedias: *Americana* *Britannica* *Collier's* *Columbia* *Compton's* *Merit Students Encyclopedia* *World Book* *Encyclopedia: Basic Knowledge* (fs) *Encyclopedias: Usage Techniques* (fs) Worksheets
5. use subject encyclopedias to secure information on special subjects.	The teacher in cooperation with the media specialist will give opportunities for practice by using classroom assignments in sciences, history, art, etc.	*Annals of America* *Book of Popular Science* *Encyclopedia of American History* *Encyclopedia of Careers and Vocational Guidance* *Encyclopedia of World Art* *Harper Encyclopedia of Science* *McGraw-Hill Encyclopedia of Science and Technology* *Van Nostrand's Scientific Encyclopedia* Others in the media center Teacher made worksheets

HIGH SCHOOL

Biographical

GOAL: To develop the ability to locate and gather information about people.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will:	The media specialist will:	collective biographies
1. identify many sources of information about people.	1. introduce pupils to a variety of biographies that may interest them; locate both individual and collective biographies on the shelves.	individual biographies
	2. explain that biographies of distinguished people in areas such as science and vocations are shelved in some libraries in the subject division; need to use card catalog in locating biographies.	
	3. provide practice in selection of sources of information about a person considering the amount and kind of information desired.	
2. demonstrate knowledge of general biographical dictionaries and encyclopedias.	The media specialist will:	*Current Biography*
	introduce and emphasize scope, arrangement, and use of general biographical dictionaries and aids.	*Dictionary of American Biography*
	The student will:	*Encyclopedia of World Biography*
	be given assignments that will require use of biographical aids.	*New Century Cyclopedia of Names*
		Webster's Biographical Dictionary
		Who Was Who in America
		Who's Who
		Who's Who in America

Biographical (Continued)

GOAL: To develop the ability to locate and gather information about people. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
3. demonstrate the ability to locate material about authors.	The media specialist will: 1. give information on the references that provide information about authors. 2. work cooperatively with other teachers in devising assignments that will require use of these materials.	*American Authors, 1600-1900* *British Authors Before 1800* *British Authors of the Nineteenth Century* *Contemporary Authors* *European Authors 1000-1900* *Junior Book of Authors* *More Junior Authors* *Something About the Author* *Third Book of Junior Authors* *Twentieth Century Authors*

HIGH SCHOOL

Language

GOAL: To develop the skills needed to locate information about words.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will:	The media specialist will:	Booklets from Merriam (free upon request)
1. demonstrate the ability to use dictionaries to obtain information about words.	demonstrate the arrangement, scope, and use of the dictionary and explain the differences between the abridged and unabridged dictionary.	(ABRIDGED DICTIONARIES)
	The student will:	*American College Dictionary*
	examine and use the materials for class assignments.	*Barnhart Dictionary of New English Since 1963*
		Funk and Wagnall's New Standard Dictionary of the English Language
		Funk and Wagnall's Standard College Dictionary
		Thorndike-Barnhart Comprehensive Desk Dictionary
		Webster's New Collegiate Dictionary
		(UNABRIDGED DICTIONARIES)
		Dictionary of American Language
		New Standard Dictionary of the English Language
		Webster's Third New International of the English Language
2. demonstrate the ability to locate and to use foreign language dictionaries.	The student will:	Dictionaries for all foreign languages taught in the school. (French, German, Spanish, Latin, etc.)
	be given opportunity for practice in using these dictionaries.	

HIGH SCHOOL

Current Materials

GOAL: To develop the ability to locate and to use current materials.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. demonstrate the ability to use special reference materials such as yearbooks, handbooks, almanacs, etc.	The media specialist will: 1. introduce and demonstrate the use of such reference books as *Statesman's Yearbook.* 2. emphasize scope, arrangement and indexing. 3. introduce other indexes of current material. The student will: successfully complete teacher-made worksheets using this material.	*Commodity Yearbook* *Economic Almanac* *Information Please Almanac* *Official Congressional Directory* *Statesman's Yearbook* *Statistical Abstract of the United States* *United States in World Affairs* *World Almanac* "Editorials on File" Encyclopedia yearbooks "Facts on File" "Guide to the Use of Bartlett's Familiar Quotations" World Almanac worksheets
2. demonstrate the ability to use periodical indexes.	The media specialist will: 1. give instruction in the use of *Reader's Guide to Periodical Literature.* 2. demonstrate and provide practice in using the *Reader's Guide to Periodical Literature.*	"How to Use the Reader's Guide" *Reader's Guide to Periodical Literature* *Reader's Guide: Ready Reference* (fs) *Your Library Resources and How to Use the Reader's Guide* (kit)
3. demonstrate skill in using the vertical file.	The media specialist will: give instruction in the location and arrangement of material in the vertical file. The student will: choose a current event of significance and obtain by personal research at least one of each of the following: newspaper article, pamphlet, and other available material. The material to be placed in the vertical file as a new subject.	Other indexes in your school. *Educator's Guide Series* Materials in the vertical file *Vertical File Index*

HIGH SCHOOL

Science

GOAL: To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: demonstrate the ability to use appropriate media for information in the science disciplines.	The media specialist will: 1. describe the subject areas covered in the field of science. Astronomy – Biology – Botany – Chemistry – Earth Sciences – Environmental Sciences – Physics – Zoology Others taught by the individual school. 2. work cooperatively with other teachers in devising assignments that will require use of these materials. The student will: successfully complete teacher-made assignments requiring use of science reference materials (i.e. word squares, crossword puzzles, etc.)	*Book of Popular Science* *Britannica Yearbook of Science and the Future* *Dictionary of Scientific Terms* *Handbook of Chemistry and Physics* *Harper Encyclopedia of Science* *McGraw-Hill Encyclopedia of Science and Technology* *Our World and the Universe Around Us* *Van Nostrand's Scientific Encyclopedia*
Humanities The student will demonstrate: 1. familiarity with the materials available for research in the field of humanities. 2. the ability to think both inductively and deductively based on information and knowledge. 3. a recognition that art, literature, philosophy, and music help to give a better understanding of people. 4. the ability to make responsible value judgments.	The media specialist will: work cooperatively with the teacher to prepare units of study. The student will: illustrate the relationship between the areas of humanities through projects, slide series, role playing, themes, etc.	*Bulfinch's Mythology* *Classic Myths in English Literature and Art* *Complete Book of Classical Music* *Composers Since 1900* *Encyclopedia of World Art* *Great Books of the Western World* *Great Composers: 1300-1900* *Grove's Dictionary of Music and Musicians* *Humanities: An Approach to Living in the Modern World* (slides and cassettes) *McGraw-Hill Dictionary of Art* *Milton Cross New Encyclopedia of Great Composers and Their Music* *Popular American Composers* *Story of Civilization* *Story of Philosophy* *Who's Who in American Art*

HIGH SCHOOL

Language Arts

GOAL: To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: 1. demonstrate a familiarity with the variety of reference material available in literature and facility in the use of that material.	The media specialist will: 1. introduce the various reference materials available by giving information about their uses, arrangement, and special features. 2. work cooperatively with other teachers in devising assignments that will require use of these materials. 3. utilize team teaching, when possible, and have students work in the media center. The student will: 1. be given worksheets, when appropriate that will require hands on use of the material. 2. given the opportunity, describe and explain uses of selected materials in this area.	*Bartlett's Familiar Quotations* *Concise Cambridge History of English Language* *Crowell's Handbook . . .* (series) *Cyclopedia of Literary Characters* *Dictionary of Literary Terms* *Essay and General Literature Index* *Granger's Index to Poetry* *Handbook to Literature* *Home Book of American Quotations* *Home Book of Quotations* *Magill's Quotations in Context* *New Century Classical Handbook* *Ottenmiller's Index to Plays in Collections* *Oxford Companion . . .* (series) *Reader's Encyclopedia* *Reader's Encyclopedia of American Literature* *Reader's Encyclopedia of Shakespeare* *Reader's Encyclopedia of World Drama* *Short Story Index*
2. demonstrate an acquaintance with the variety of reference material available in the area of composition and develop facility in the use of that material.	The media specialist will: 1. introduce the various reference materials available by giving information about their uses, arrangement, and special features. 2. work cooperatively with other teachers in devising assignments that will require use of these materials. 3. utilize team teaching, when possible, and have students work in the media center. The student will: 1. be given worksheets when appropriate, that will require hands on use of the material. 2. be given opportunity to describe and explain uses of selected materials in this area.	*Complete Rhyming Dictionary and Poet's Craft Book* *Elements of Style* *Poet's Manual and Rhyming Dictionary* *Prose Style: A Handbook for Writers* *Research Paper* *Roget's International Thesaurus* *Webster's New Dictionary of Synonyms* *Writer's Guide and Index to English* *Writer's Handbook* Other reference materials available in the school media center.

HIGH SCHOOL

Language Arts (Continued)

GOAL: To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
3. develop an acquaintance with the variety of reference material available in the area of English usage and facility in the use of that material.	The media specialist will: 1. introduce the various reference materials available by giving information about their uses, arrangement and special features. 2. work cooperatively with other teachers in devising assignments that will require use of these materials. 3. utilize team teaching, when possible, and have students work in the media center. 4. provide worksheets, when appropriate, that will require hands on use of the materials. 5. provide opportunities for the students themselves to describe and explain uses of selected materials in this area.	*Barnhart Dictionary of New English Since 1963* *Dictionary of American Slang* *Dictionary of Foreign Phrases and Abbreviations* *Dictionary of Modern English Usage* *Dictionary of Slang and Unconventional English* *Dictionary of Usage and Style* *Glossary for English Transformational Grammar* *Glossary of Linguistic Terminology* *Lincoln Library of Language Arts* *Modern American Usage* *New Easy Way to Master Spelling* *On Your Marks: A Package of Punctuation*
Mathematics The student will: demonstrate an acquaintance with and a facility in the use of material pertaining to mathematics.	The media specialist will: 1. supervise completion of worksheets emphasizing mathematical reference materials and the numbers from the Dewey Decimal system related to mathematics. 2. work cooperatively with the teacher in supervising student activities having emphasis on reference materials and the Dewey Decimal Classification system. The student will: participate in activities requiring use of mathematical reference sources. (i.e. biographical research on famous mathematicians, geometry in art and nature, etc.)	*Crescent Dictionary of Mathematics* *Handbook of Mathematical Tables* *Handbook of Mathematical Tables and Formulas* *Mathematics Dictionary* *Men of Mathematics* *Metrics: Measurement for Tomorrow*

HIGH SCHOOL

Social Studies

GOAL: To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum. (continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will: demonstrate an acquaintance with and ability to use skillfully and effectively materials available for reference work in the area of the Social Sciences.	The media specialist will: 1. identify the subject area fields covered in the social sciences: Economics History Geography Government Sociology Psychology Pseudo-Psychology 2. introduce by film, filmstrip, or transparencies, the major reference books of each subject area. 3. introduce and explain the proper use of these materials with emphasis on individual arrangement and indexing. The student will: complete a study unit that will require the use of these resource materials. Team teaching between instructors and media specialist can be used effectively if assignments are done in the media center.	*American Political Dictionary* *Atlas of American History* *Book of the States* *Dictionary of American History* *Dictionary of Psychology* *Dictionary of Political Science* *Dictionary of the Social Sciences* *Economic Almanac* *Encyclopedia of Mental Health* *Encyclopedia of Psychology* *Encyclopedia of the Social Sciences* *Encyclopedia of World History* *Historical Atlas of Oklahoma* *Oklahoma Place Names* *United States Organization Manual* *Webster's New Geographical Dictionary* *Worldmark Encyclopedia of the Nations*

HIGH SCHOOL

Career Information

GOAL: To establish a closer working relationship between our schools and the world of work and to provide information to students regarding higher education, vocational training, and employment.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will demonstrate: 1. a knowledge of the major occupational clusters. 2. a knowledge of the relationship between specific high school courses and jobs for which they can prepare. 3. a knowledge of sources of information concerning schools, colleges and other training programs.	For activities it is suggested that the media specialist obtain a copy of "A Guide for Developmental Vocational Guidance" 1973: the Oklahoma State Department of Education.	*Occupational Outlook Handbook* *Occupational Outlook Quarterly* Films, filmstrips, etc. VIEW (Vital Information for Education and Work) Alumni of various schools College Bulletins, brochures, catalogs Counselors Local resource persons in industry and business

HIGH SCHOOL

Audio Visual Production

GOAL: To have the opportunity to create, adapt or duplicate materials as a natural component of the educational experience.

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
The student will demonstrate:	The media specialist will:	*Designing Instructional Visuals*
1. a proficiency in graphic production as a necessary part of their class work.	1. demonstrate graphic techniques for the individual or class as needed.	*Instructional Media Curriculum Guide*
	2. identify the areas to be covered:	*Lettering Techniques*
	a. printing skills – hand lettering, copying, lettering devices, stencils.	*Local Production Techniques*
	b. transparency production – Thermal, Diazo, color lift, and hand drawn.	*Overhead System*
	c. flat pictures and posters – hand drawn, dry mounted, laminated and photographic.	*Thinking with a Pencil*
	The student will:	*Using Tear Sheets*
	have hands on experience with as many types of graphics as possible.	
2. proficiency in photography as an aid to learning within the framework of the curriculum.	The student will:	*Action! Camera Super 8 Cassette Filmmaking for Beginners*
	1. plan, photograph, edit pictoral segments (still and motion pictures), possibly with sound, as part of a class project.	*Complete Book of 8mm Movie Making*
	2. receive instruction in still photography, photographic slides, 8mm movie, photographic transparencies, photographic filmstrips.	*Guide to Filmmaking*
	3. make use of photography to record field trip, research investigation, public relations, annual production, slide story or essay.	*"Production of 2 x 2" slides for school use"*

Audio Visual Production (Continued)

GOAL: To have the opportunity to create, adapt of duplicate materials as a natural component of the educational experience. (Continued)

OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCES
3. a. develop some skills in radio and television production.	1. The students plan, produce and edit a video tape production, live television production or radio show. 2. Possibilities for student participation in this area are: a. video tape student performance for immediate or later replay, analysis and evaluation in areas such as speech, atheletics, music, art. b. school news could be prepared for local radio stations. c. assembly program on closed circuit TV.	
b. become more discriminating users of radio and television.	1. Students can analyze television preference and habits. 2. Student can compare TV production and the original it was based on. (i.e. a book) 3. Analyze programs for bias, propaganda, audience and purpose. 4. Analyze advertising. 5. Develop student made criteria for evaluation of TV offerings.	
4. demonstrate proficiency in production and use of audio tape recordings.	1. As the opportunity is found within the class, the student will produce and use audio tape recordings, cassette and reel to reel, monaural and stereo. 2. Some possible uses are: speech or music for practice and evaluation; editing for reducing length or re-arranging parts; sound effects for TV, radio or stage production; diction drills; and interview of resource person. All areas of audio visual production are covered in the following books: *Creating Instructional Materials* *Planning and Producing Audiovisual Materials* *Preparation of Inexpensive Teaching Materials* *Producing Visual Instructional Media* *Simplified Techniques for Preparing Visual Instructional Materials.*	The tape recorder

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More Junior Authors. Muriel Fuller. Wilson, 1963.
New Century Classical Handbook. Appleton-Century-Croft, 1962.
New Century Cyclopedia of Names. Ed. by Clarence L. Barnhart. 3v. Appleton-Century-Croft, 1954.
New Easy Way to Master Spelling. Simon D. Adair. Hart, 1970.
Occupational Outlook Handbook. Government Printing Office. (biennial)
Occupational Outlook Quarterly. Government Printing Office. (quarterly)
Official Congressional Directory for Use of the Congress. Government Printing Office. (annual)
Oklahoma Place Names. 2d ed. George H. Shirk. University of Oklahoma Press, 1974.
On Your Marks: A Package of Punctuation. Richard Armour. McGraw-Hill, 1969.

Ottenmiller's Index to Plays in Collections. 5th ed. John M. Conner and Billie M. Connor. Scarecrow, 1971.
Overhead System. Instructional Media Center. (pamphlet)
Our World and the Universe Around Us. Ginestra Armaldi and Norman Rudrick. 4v. Abrams, 1966.
Oxford Companion to American Literature. 4th ed. James D. Hart. Oxford University Press, 1965.
Oxford Companion to Classical Literature. comp. by Sir Paul Harvey. Oxford University Press, 1967.
Oxford Companion to English Literature. 4th ed. comp. by Sir Paul Harvey. Oxford University Press, 1967.
Oxford Companion to the Theatre. 3d ed. Phyllis Hartnoll. Oxford University Press, 1967.
Planning and Producing Audiovisual Materials. Jerrold E. Kemp. Chandler, 1968.
Poet's Manual and Rhyming Dictionary. Frances Stillman. Crowell, 1965.
Popular American Composers: From Revolutionary Times to the Present. comp. & ed. by David Ewen. H. W. Wilson. First Supplement, 1972.
Preparation of Inexpensive Teaching Materials. John E. Morlan. Chandler, 1973.
Production of 2 x 2" Slides for School Use. Instructional Media Center. (pamphlet)
Prose Style: a Handbook for Writers. 2d ed. Wilfred Stone and J. G. Bell. McGraw-Hill, 1972.
Reader's Encyclopedia. 2d ed. William Rose Benet. Crowell, 1965.
Reader's Encyclopedia of American Literature. Ed. by Mac J. Herzberg. Crowell, 1962.
Reader's Encyclopedia of Shakespeare. Ed. by Oscar James Campbell. Crowell, 1966.
Reader's Encyclopedia of World Drama. Ed. by John Gassner and Edward Quinn. Crowell, 1969.
Reader's Guide: Ready Reference. Media 2000.
Reader's Guide to Periodical Literature. H. W. Wilson (semi-monthly except July and August)
Research Paper: Gathering Material, Organizing and Preparing the Manuscript. 4th ed. Lucyle Hook and Mary Virginia Gaver. Prentice-Hall, 1969.
Roget's International Thesaurus. 3d ed. Crowell, 1962.
"Search". Interact Company. 1971. (game)
Short Story Index. H. W. Wilson, 1953. Supplements 1950-54; 1955-58; 1959-63; 1963-68.
Simplified Techniques for Preparing Visual Instructional Materials. E. O. Minor. McGraw-Hill, 1962.
Something About the Author: Facts and Pictures About Contemporary Authors and Illustrators of Books for Young People. Ann Commire. Gale, 1971.
Statesman's Yearbook. St. Martin's Press. (annual)
Statistical Abstract of the United States. Prepared by the U. S. Bureau of the Census. Government Printing Office. (annual)
Story of Civilization. Will and Ariel Durant. Simon & Schuster, 1935-67.
Story of Philosophy. rev ed. Will Durant. Simon & Schuster, 1961.
Tape Recorder. Instructional Media Center. (pamphlet)
Techniques for Producing Visual Instructional Media. E. O. Minor and Harvey R. Frye. McGraw-Hill, 1969.
Thinking with a Pencil. Henning Helms. Barnes & Noble, 1964.
Third Book of Junior Authors. Doris de Montreville and Donna Hill. H. W. Wilson, 1972.
Thorndike-Barnhart Comprehensive Desk Dictionary. rev ed. Doubleday, 1972.
Twentieth Century Authors. Ed. by Stanley J. Kunitz and Howard Haycraft. H. W. Wilson, 1942. Supplement 1955.
United States Government Organization Manual. Government Printing Office. (annual)
United States in World Affairs. Paul Seabury. McGraw-Hill, 1973.
Using the Library. Eyegate. (transparencies)
Using Tear Sheets. Instructional Media Center. (pamphlet)
Using Today's Library. Eyegate. (filmstrips & records)
Van Nostrand's Scientific Encyclopedia. 4th ed. Van Nostrand, 1968.
Vertical File Index. H. W. Wilson. (monthly)
VIEW. Oklahoma State Department of Vo-Tech Education or State Department of Education. (rev. quarterly/regional) (microfiche)
Webster's Biographical Dictionary. rev ed. Merriam, 1974.
Webster's New Collegiate Dictionary. 8th ed. Merriam, 1973.
Webster's New Dictionary of Synonyms. Merriam, 1968.
Webster's New Geographical Dictionary. Meriam, 1972.
Webster's Third New International Dictionary of the English Language. Merriam, 1971.
Who's Who. St. Martin's Press. (rev. annually)
Who's Who in America. Marquis. (biennial)
Who Was Who in America: with World Notables. Marquis, 1942-
Who's Who in American Art, 1973: a Biographical Directory. Ed. by Jaques Cattell Press. Bowker. (triennially)
World Almanac and Book of Facts. Doubleday. (annual)
World Book Encyclopedia. 22v. Field Enterprises.
Worldmark Encyclopedia of the Nations. 4th ed. Ed. by Mashe Y. Sachs. Harper, 1971.
Writer's Guide and Index to English. Porter G. Perrin. rev. by Wilma R. Ebbitt. Scott-Foresman, 1972.
Writers Handbook. new enl. ed. A. S. Burack. The Writer, 1969.
Your Library Resources and How to Use the Reader's Guide. H. W. Wilson, 1973. (kit)

ORIENTATION WORKSHEET
GENERAL

Name _____ Teacher _____ Hour _____

I. *Card Catalog* — (Remember the card catalog is divided into 3 sections: one for title cards, one for author cards, one for subject cards.)

1. In the subject catalog find 3 books about cowboys. For each book give the following:

Call Number	Author	Title

2. In the title catalog find the book title *Joshua, Son of None.* Who is the author? _____ call number _____ What kind of book is it? _____
3. From the author catalog list the books by the author Richard V. Andree available in this library. _____ All Andree's books have a Dewey Decimal number in the 500's — check the titles about what subject does he write? _____
4. Under the subject "Pirates" there are _____ library sources listed. How many of these are non-fiction _____ fiction _____ biography _____ story collection _____
5. In the title catalog find the book title *Inside Australia.* The call number is _____ . What kind of book is this? _____

II. *Fiction* — The letter F on the top line of the call number indicates fiction. Fiction books are arranged alphabetically by the author's last name.

In the fiction section find the following call number's and give the author and title for one book. (there may be more than one with the same call number.)

Call Number	Author	Title
F Har		
F Lew		
F Mac		
F Sol		

III. *Story Collection* — Books of short stories are located directly after fiction books. The first line of the call number will be the letters SC. These are arranged alphabetically on the shelf by the name of the person who has written or collected the stories.

1. Short story books may consist of short stories by one author. Find a book of short stories by Edgar Allan Poe. What is the title? _____
2. Short story books may consist of short stories about one subject. Find a book of short stories about science fiction. Give the title: _____

IV. *Biography* — Individual biographies are books about one person's life. The number used for these books is 92. These are located after the story collection books. They are arranged alphabetically by the name of the person written about. Immediately after are books containing the lives of more than one person. These are collective biographies. The number for these is 920.

1. In the biography section find a biography about each of the following persons. Give the author, title and call number:

George Washington
Author _____
Title _____
Call Number _____

John Kennedy
Author _____
Title _____
Call Number _____

2. What is the title of the book having the call number 920?
K
_____ 1964 _____
This is a collective biography. What is the common trait of the persons about which the book is written? _____

V. *Career Corner* — A corner of the library containing books relating to colleges and careers. The symbol above the Dewey number will be CC.

1. In the Career Corner find a book about a career in automotive service. What is the call number? _____
2. In the *Occupational Outlook Handbook* (call number CC
271.42
U) in the Career Corner, check to find the future outlook for a job as a firefighter. Is the outlook good, bad or indifferent? What would the average salary be in a town of 25,000? _____
3. Check the College Blue Book for the address of Oklahoma College of Liberal Arts in Chickasha, Oklahoma. The call number for the Blue Book is CC
378.73
C _____
(Note that there is no index. The Blue Book is arranged alphabetically by state and then by college.)
4. In the Career Corner vertical file what career materials are found in file folder number 103A?

VI. *Non-Fiction* — The books dealing with factual materials are called non-fiction. These are arranged according to the Dewey Decimal number and then alphabetically by the author's last name.

1. Going directly to the shelves, find the title of one book with the following call number. What subject does each book discuss?

Call Number	Title	Subject
301.421 H 1971		
443 L		
613.7 C		
708 N 1968		

ORIENTATION - Reference

Unless specifically instructed to do so, **DO NOT** use Encyclopedias.

1. Using the Encyclopedia Americana index, find out when Halley's Comet last appeared. _____

2. Julian Huxley is discussed on page _____ in Volume _____ of the *Social Science Encyclopedia.*

3. Volume _____ page _____ of the *McGraw-Hill Encyclopedia of Science & Technology* has an article about Falcon Island. **Use Index**.

4. In the World Almanac find the zip code number for Dover, Delaware. _____

5. "A Horse! A Horse! My kingdom for a horse!" is a quote from the play _____ by _____ Give source _____ page _____ a "Key" word _____.

6. *Current Biography* gives information [redacted] who are prominent. Using the index find John Lennon, the singer. When was he born? _____

7. In what volume of *Contemporary Authors* do you find Barbara Izard? _____

8. Herman Hesse, a 20th Century author, was born in _____ . He is a _____ citizen. Where did you find the information. _____ , page _____.

9. Using one of the author books in the Reference section of the library, find out where Ben Jonson, a British author who wrote in the 1600's, is buried. _____ Source book _____ page _____.

10. Richard Hildreth, an American author born in 1807, wrote the book _____ which anticipated the popularity of Uncle Tom's Cabin. Where did you find the information? _____ page _____ .

11. Johns Hopkins, an American born in 1795 who founded Johns Hopkins Hospital and Johns Hopkins University, left school at the age of ___ . What is your source of information? _____ page _____ .

12. Using the Reader's Guide give the full citation (name of magazine, date of magazine and page number) for one magazine article "by" **William F. Buckley** and one article "about" **William F. Buckley**. _____

13. "Just one apple", a book copyrighted in 1966 and written by Jansch, was reviewed in _____ sources. You will find this information in *Book Review Digest*, volume _____ page _____ .

14. Using the *Dictionary of American History* find the "Mormon War". What was it and when did it occur. _____

15. In the Vertical File, count the number of subject folders there are under the letter O _____.

NAME _____

LIBRARY SCIENCE

In what hundred of the Dewey Decimal classification system will you find books about the following?

1. Sculpture _____
2. Trees _____
3. Geometry _____
4. U. S. Government _____
5. Opera _____
6. Dictionary of synonyms _____
7. Plays of Eugene O'Neill _____
8. Geography of India _____
9. The dance _____
10. School Libraries _____
11. Quakers _____
12. Cook Books _____
13. Agriculture _____
14. History of England _____
15. Child Psychology _____
16. Bible _____
17. Etiquette _____
18. Poetry _____
19. Travel in the United States _____
20. Encyclopedias _____
21. Latin _____
22. Mythology _____
23. Botany _____
24. Sports _____
25. Radio and Television _____

LIBRARY SCIENCE

LIBRARY TEST – Final Evaluation

Pick the most nearly correct answer in each case.

1. The non-fiction books in the library are arranged on the shelf by the
   a. author's last name
   b. Dewey Decimal number
   c. symbols NF plus the publishers name
2. Biography books are arranged alphabetically by
   a. the author's last name
   b. the publisher's name
   c. the name of the person the book is written about
3. To find the materials which are available about a specific subject you will first need to decide on
   a. the "key" word
   b. the length of the paper
   c. the area of the library in which to work
4. Fiction books are arranged in the library by
   a. author
   b. title
   c. publication date
5. The card catalog in the Putnam City High School Library is divided into three sections. These are:
   a. fiction, non-fiction and biography
   b. author, title and subject
   c. reference, career corner and periodicals
6. A book in which the author tells the life story of another person is
   a. a biography
   b. a character sketch
   c. a bibliography
7. To get general coverage of your subject, you will need to consult
   a. a dictionary
   b. an encyclopedia
   c. the author catalog
8. The card catalog is
   a. an index of all the books in the library
   b. an index to non-fiction books
   c. a subject list of books in the library
9. Current Biography, in the reference area, is useful to find information about
   a. recent news events
   b. prominent people of the past
   c. people of prominence in the present
10. To find information about an author prominent during the past 20 years which of the following would be most helpful?
    a. Twentieth Century Authors
    b. The Encyclopedia of the Social Sciences
    c. Dictionary of American Biography
11. To find reviews for a specific book in the Book Review Digest you will first need to know the
    a. title
    b. author
    c. copyright
12. The key to the material in the magazines is
    a. The Reader's Guide to Periodical Literature
    b. the encyclopedia
    c. Current Biography
13. The Vertical File contains
    a. pamphlets, clippings, etc. arranged by subject
    b. oversize books and magazines
    c. recent issues of local newspapers
14. When using reference books be sure to start by checking the
    a. table of contents
    b. glossary
    c. index
15. The hours for the Putnam City High School Library are
    a. 7:45 to 4:00
    b. 8:00 to 3:00
    c. 7:30 to 3:25
16. Information about the "Boston Tea Party" can be obtained by checking
    a. Dictionary of American Biography
    b. Social Science Encyclopedia
    c. Dictionary of American History
17. You would find several reviews of Steinbeck's short novel "The Pearl" in
    a. the card catalog
    b. Book review digest
    c. Twentieth Century Authors
18. The section of a book listing all topics, persons and places mentioned is called
    a. a glossary
    b. a table of contents
    c. an index
19. Call numbers beginning with 92 are
    a. biographies
    b. fiction
    c. encyclopedias
20. The number unit typed in the upper left hand corner of the cards in the card catalog is called
    a. an index number
    b. a call number

c. a service number

21. The letter "R" on the back of a library book binding when printed just above the numbers stands for
    a. reserved
    b. rebound
    c. reference
22. When using the encyclopedia be sure that you
    a. start with the index
    b. first check the correct letter volume
    c. check the table of contents
23. The Reader's Guide to Periodical Literature is arranged by
    a. chronology
    b. author and subject in alphabetical order
    c. names of magazines
24. Which of the following would you consult to find **all** the books in the library about Africa?
    a. The Reader's Guide
    b. a handbook to literature
    c. the card catalog
25. A card in the card catalog that is filed under the first word of the title of the book is called
    a. a title card
    b. an author card
    c. a subject card
26. To find the population of New York City according to the 1970 census
    a. look in the card catalog
    b. look in the dictionary
    c. look in the World Almanac
27. In our library the subject headings are
    a. in capital letters
    b. typed in red
    c. printed in ink
28. A card in the card catalog that is filed under the last name of the person who wrote the book is
    a. a title card
    b. an author card
    c. a bibliography card
29. Books dealing with factual information such as science, history, and art are
    a. non-fiction
    b. fiction
    c. bibliographies
30. "See" cards and "See also" cards in the card catalog are
    a. lists of books about the eyes
    b. lists of audio-visual materials
    c. cross-reference cards
31. When seeking information about a well known figure in America's past a good starting point would be
    a. Dictionary of American Biography
    b. Current Biography
    c. Contemporary Authors
32. Cross-reference cards help you find
    a. books about crosses
    b. the reference area of the library
    c. other subjects to check for information
33. The Dictionary of American History is
    a. a book of word definitions for American History
    b. an Encyclopedia of American History
    c. a testbook for American History
34. The most important source of current information in the library is the
    a. periodicals
    b. encyclopedias
    c. card catalog
35. Most of the materials covering vocational information are located in
    a. the reference area
    b. Career Corner
    c. the non-fiction area

True and False (Read the question carefully)

____ 36. All Call Numbers with 92 on the top line are biographies.
____ 37. You must have a hall pass during lunch hour to come to the library.
____ 38. A charge of 3 cents per day is charged for an overdue book.
____ 39. Non-fiction books are shelved in numerical order according to the Dewey Decimal system.
____ 40. Biographies are shelved alphabetically by the author's last name.
____ 41. In the Reader's Guide notation "Sat Eve Post 236:28 Ap 20 '63" the number 236 indicates the page number on which the article may be found.
____ 42. The story of a person's life is called a bibliography.
____ 43. A catalog card reading "flying saucers, see Unidentified flying objects" means that books on U.F.O.'s are listed under "unidentified flying objects".
____ 44. To find a book using the card catalog you must know the author's name.
____ 45. In our library the card catalog is divided into 3 sections each containing a different type of catalog card.
____ 46. The number on the spine of the book is called the accession number.
____ 47. Reference books may not be checked out.
____ 48. The call number of a non-fiction book is made up of the Dewey Decimal number and the first initial of the author's last name.
____ 49. SC at the top of the call number means that the book is in the Career Corner.
____ 50. All books are arranged on the shelves by the Dewey Decimal number.

LIBRARY TEST – Pretest

Pick the most nearly correct answer in each case.

1. The non-fiction books in the library are arranged on the shelf by the
   a. author's last name
   b. Dewey Decimal number
   c. symbols NF plus the publishers name
2. Biography books are arranged alphabetically by
   a. the author's last name
   b. the publisher's name
   c. the name of the person the book is written about
3. Fiction books are arranged in the library by
   a. author
   b. title
   c. publication date
4. A book in which the author tells the life story of another person is
   a. a biography
   b. a character sketch
   c. a bibliography
5. The card catalog is
   a. an index of all the books in the library
   b. an index to non-fiction books
   c. a subject list of books in the library
6. The key to the material in the magazines is
   a. The Reader's Guide to Periodical Literature
   b. the encyclopedia
   c. Current Biography
7. The Vertical File contains
   a. pamphlets, clippings, etc. arranged by subject
   b. oversize books and magazines
   c. recent issues of local newspapers
8. When using reference books be sure to start by checking the
   a. table of contents
   b. glossary
   c. index
9. The section of a book listing all topics, persons and places mentioned is called
   a. a glossary
   b. a table of contents
   c. an index
10. The number unit typed in the upper left hand corner of the cards in the card catalog is called
    a. an index number
    b. a call number
    c. a service number
11. Which of the following would you consult to find all the books in the library about Africa?
    a. The Reader's Guide
    b. a handbook to literature
    c. the card catalog
12. A card in the card catalog that is filed under the first word of the title of the book is called
    a. a title card
    b. an author card
    c. a subject card
13. A card in the card catalog that is filed under the last name of the person who wrote the book is
    a. a title card
    b. an author card
    c. a bibliography card
14. Books dealing with factual information such as science, history, art, etc., are
    a. non-fiction
    b. fiction
    c. biographies
15. "See" cards and "See also" cards in the card catalog are
    a. lists of books about the eyes
    b. lists of audio-visual materials
    c. cross-reference cards
16. Cross-reference cards help you find
    a. books about crosses
    b. the reference area of the library
    c. other subject to check for information
17. The Dictionary of American History is
    a. a book of word definitions for American History
    b. an encyclopedia of American History
    c. a textbook for American History
18. The most important source of current information in the library is the
    a. periodicals
    b. encyclopedias
    c. card catalogs
19. A good school library
    a. should reflect the attitudes of the community
    b. should contain books giving both popular and unpopular points of view
    c. should remove any books critical of the establishment
20. The number of main divisions in the Dewey Decimal system is
    a. five
    b. ten
    c. twenty

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE
Diagnostic gr. 10, Evaluative gr. 12 1970A Edition

1. To find what books the library has on Russia, one should look first in (a) the geography books (b) the card catalog (c) the Reader's Guide

2. The best place to look for very recent material on a subject is in the (a) card catalog (b) encyclopedia (c) Reader's Guide

3. The card catalog is to the library as (a) the index is to a book (b) the table of contents is to a book (c) the glossary is to a book

The following is a sample card from the card catalog. Questions 4, 5, and 6 refer to this example.

Sample Card

SUBMARINES

627 Ellsberg, Edward
E On the bottom. New York, Macmillan, 1929.
234 p. illus.

4. The sample card is called a (a) title card (b) author card (c) subject card

5. The call number in the sample card is (a) 234p (b) 1929 (c) 627
E

6. The publisher on the sample card is (a) Edward (b) Ellsberg (c) Macmillan

OKLAHOMA – FICTION

Ftc Steinbeck, John
S Grapes of wrath. Viking, 1939.
619 p.

7. On the library shelves, the above book is located under (a) Grapes of Wrath (b) OKLAHOMA – FICTION (c) Steinbeck, John (d) 619 p.

8. If you want the most recent information in Israel, which book would you select?

(a)

956.94 Smith, John
S Israel a modern history. Macmillan, c1963.

(b)

956.94 Johnson, Dick
J Israel today. Random, c1960.

9. Check the group of subjects arranged in the correct order for the card catalog.

(a) U.S. History – War of 1812
U.S. History – Civil War 1861-1865
U.S. History – 1898-1919

(b) U.S. History – Civil War 1861-1865
U.S. History – 1898-1919
U.S. History – War of 1812

(c) U.S. History – 1898-1919
U.S. History – 1861-1865
U.S. History – War of 1812

10. There is a special rule for names spelled with Mac and Mc in the library card catalog. Check the group of names correctly arranged.

(a) MacBride, George
MacDonald, Angus
McBride, Robert
McDonald, James

(b) MacBride, George
McBride, Robert
Macdonald, Angus
McDonald, James

11. Material on the city of St. Paul, Minnesota would be found in the card catalog drawer lettered

(a) St – Tex (b) Sa – Se (c) P – Pav

12. The quickest place in the card catalog to find the book, *The Trumpeter of Krakow*, would be under (a) Krakow (b) Musical instruments (c) Trumpeter (d) The

13. The quickest place in the card catalog to find the book *A Day in Old Rome*, would be under (a) A (b) Day (c) Rome

The following are sample cards from the card catalog. Questions 14 and 15 refer to these examples.

(a)

SPORTS
See also
names of sports e.g., FOOTBALL

(b)

TEEN AGE
see
YOUTH

7 1/2

14. Does the library have any books listed under football? (a) yes (b) no

15. Does the library have any books listed under teen-age? (a) yes (b) no

16. When you cannot find a **book** on a subject, the library may still have material in the (a) author file (b) reference file (c) pamphlet file

17. In a library a book catalog is (a) a book that lists catalogs (b) a catalog used to order new books (c) card catalog information printed in a book form

18. "R" before or above a book's call number indicates that it is a (a) reference book (b) recent book (c) reserved book (d) requested book

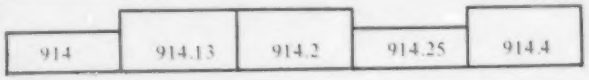
19. The Dewey Decimal number stands for the (a) title (b) subject (c) author of a book

20. Non-fiction books are arranged on the shelf by (a) title (b) subject (c) author

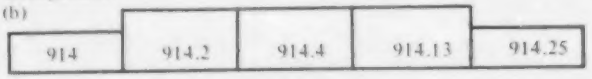
21. Books with Dewey Decimal numbers are (a) fiction (b) mystery (c) non-fiction

22. Check the books in the correct order on the shelf according to Dewey Decimal arrangement.

(a)



(b)



23. Individual biography is arranged on the shelves by call number (921) and then alphabetically by (a) author (b) title (c) person who is the subject of the book.

24. Fiction is arranged on the shelves alphabetically by (a) author (b) subject (c) title

25. The arrangement in the Reader's Guide is alphabetically by (a) author only (b) by author and subject (c) title only

The following is an entry from the Reader's Guide. Questions 26, 27, 28, 29, refer to this example.

Amateur scientist; experiment in animal behavior. I. Neville. Sci Am 215:135-6 D' 66

26. In this entry, D' 66 is the (a) page number (b) volume number (c) date of magazine

27. In this entry, 215 is the (a) page number (b) volume number (c) year

28. In this entry, 135-6 is the (a) volume number (b) page number (c) column number

29. The article is to be found in the magazine (a) Amateur Scientist (b) Neville (c) Scientific American

30. Fiction can be found in (a) National Geographic (b) Time (c) Reader's Digest

31. A current events magazine is (a) Ladies' Home Journal (b) Time (c) National Geographic

32. The quickest way to find out how many people were arrested for violating narcotic drug laws last year, look in (a) an almanac (b) the pamphlet file (c) the Reader's Guide

33. To find information about a famous living person, look in (a) Who was Who (b) Dictionary of American Biography (c) Current Biography

34. To find synonyms and antonyms, look in (a) an almanac (b) a thesaurus (c) an encyclopedia

35. To quickly find a fact within a book you use the (a) index (b) table of contents (c) appendix

36. To find the words of famous people on a subject of interest, look in (a) Roget's Thesaurus (b) Twentieth Century Authors (c) Bartlett's Quotations

37. Pseudonym means that (a) the writer is unknown (b) there are two or more authors (c) the writer is not using his true name

38. The part of a book in which to find information for making a bibliography is the (a) title page (b) table of contents (c) index

39. The appendix of a book gives (a) a list of books used as resources (b) an alphabetical list of subjects in the book (c) supplementary material to the body of the book

40. The glossary of a book tells (a) the page to look on for information (b) definitions of technical or foreign terms (c) a list of books used as resources

41. The part of a book giving the author's purpose in writing is the (a) table of contents (b) bibliography (c) preface

42. The table of contents is a list of chapters of a book arranged (a) in no special way (b) alphabetically by the first word (c) in the order in which they appear in the book

43. The best place to quickly find the population of Greece would be (a) a filmstrip (b) a reference book (c) an index to magazines

44. Microfilm is a good resource when you are looking for (a) motion pictures (b) periodical articles (c) filmstrips

IF YOU ARE A SENIOR AND PLAN TO GO TO COLLEGE – TRY THIS

1. The quickest way to find in which anthology a certain poem appears, look in (a) the table of contents of each anthology (b) Granger's Index to Poetry (c) The Home Book of Verse

2. The Book Review Digest lists (a) complete reviews of books indicating which books are good and which are bad (b) reviews by a staff of book reviewers to try to interest you in buying the book (c) excerpts of reviews with a citation indicating where you can read the complete review.

3. The best place to find a portrait of entertainment figures such as Bob Dylan or Glen Campbell is to look in (a) Who's Who in America (b) Current Biography (c) Contemporary Authors

4. A list of books and articles about Ringo Starr can be found by checking (a) Biography Index (b) Reader's Guide (c) Who's Who in America

5. To find a synonym for an over-used word in an English paper, look in (a) The Quotation Dictionary (b) Roget's Thesaurus (c) The Writer's Handbook

6. Of the following magazines a conservative political philosophy is represented in (a) The Nation (b) The New Republic (c) The National Review

7. Of the following magazines the most liberal political philosophy is represented in (a) U.S. News & World Report (b) The Nation (c) The National Review

8. Libraries may be arranged by the Dewey Decimal Classification or The Library of Congress Classification. A book in the Library of Congress system would be classified

(a)	821 F	(b)	LB 2803 C2C2	(c)	R 973.979 Fra	(d)	759.05 C12

LIBRARY LANGUAGE

You can find 42 terms that are used in Library Science among these letters. They read forward, backward, up, down, or diagonally. Draw a line around each one, then check the list on the next page.

M I N D I V I D U A L B I O G R A P H Y O O
E L C A L D E C O T T M E D A L I F E R Z N
T L O T O E C H A R G I N G D E S K B A S E
S U L E T B R E A D E R S G U I D E A N P W
Y S L K K I L A C L I E O Y H P A R G O I B
S T E C O B I D R A W C A L E N D A L I N E
L R C A O L L N I I F N V K E N T O O T E R
A A T J B I A T D R O E E A O Q T E W C A Y
M T I R R O A T H E C R R G X O A N S I O M
I O V E A G U U L T X E V P A N B C A D A E
C R E V E R T I C A L F I L E P L Y R D L D
E O B O Y A H O F M S E T A R U E C Y E M A
D Y I C P P O N I K E R H E E B O L M G A L
Y C O T U H R O C O N I G H B L F O T D N L
E I G S S Y E N T O I L I L M I C P O I A X
W B R U L B E F I B Z K R O U S O E Y R T I
E R A D I C T I O N A R Y C N H N D H B H D
D O P U B K E C N O G A P K L E T I I A I N
C W H M R I O T E N A P O E L R E A G N N E
A S Y O A T S I A M M A C R A I N S H U K P
T E W O R K R O O M C A R D C A T A L O G P
S T O R R R A N O I T C I D D E G D I R B A

ABRIDGED DICTIONARY
APPENDIX
ATLAS
AUTHOR
BIBLIOGRAPHY
BIOGRAPHY
BLURB
BOOK
BROWSE
CALL NUMBER
CARD CATALOG
CHARGING DESK
CALDECOTT MEDAL
COLLECTIVE BIOGRAPHY
COPYRIGHT
DEWEY DECIMAL SYSTEM
DICTIONARY
DUST COVER
ENCYCLOPEDIAS
FICTION
GLOSSARY
ILLUSTRATOR
INDEX
INDIVIDUAL BIOGRAPHY
JACKET
LIBRARY
MAGAZINES
NEWBERY MEDAL
NON-BOOK MATERIAL
NON-FICTION
PREFACE
PUBLISHER
READER'S GUIDE
REFERENCE
SPINE
STORY
TABLE OF CONTENT
TITLE PAGE
UNABRIDGED DICTIONARY
VERTICAL FILE
WORK ROOM
YEARBOOK

THE DEWEY DIFFICULT CHILD

700's real name was Arthur, after the king in the 398's but they called him 700 for short. He wasn't a bad boy when left to his own devices. He didn't steal 332. He never tore his 646, because he was too lazy to climb 582. Experimenting with 540, playing with the 636.7, going to the 778.5, or watching 621.388 were his ideas of a good time.

But 371.3 was not his favorite indoor 796. He hated 510 the worst of all, trying to avoid it in every possible way. Once he found a penny and short circuited all the 621.32 in the 400 classroom on a dark day. Class was dismissed.

This is the conversation that took place one day after school. Mother, "Come, 700, it's time you practiced you 780. You can't spend all day making model 629.133."

700 speaking, "Oh, Mom, skip the 155.4. I wish I'd been born in 917.2 where they aren't in such a hurry. Even an 970.1 has more 323.4 than I do. John's mother is a lot easier than you are. She doesn't care how much he 822."

Mother, "Never mind, young man. Come right in here. Time for you to 910. Don't slam that door! Don't bump that table! Those dishes are my very best 915.1! and there they go! Oh, you dreadful boy. You have the worst 395. A 636.1 in the house couldn't be any worse. If anybody every writes my B they'll say I died young all on account of my dreadful 523.7."

But she didn't and 700 finally grew up and now the whole thing is 930.

MEDIA TERMINOLOGY

abridged
appendix
atlas
author card
autobiography
bibliography
binding
biography
book spine
body
call number
card catalog
cassette
chapters
chronologically
classification
collaborate
color lift
copy stand
copyright
Cutter number
dedication
Dewey Decimal System of classification
dictionary
dry mount
editor
encyclopedia
fiction
film loop
filmstrip
footnote
frontispiece
gazetteer
glossary
graphics
guide card
hardware
illustrator
index
Library of Congress
literary awards
literature
media
media specialist
microfiche
microfilm
monitor-receiver
nonfiction
opaque projector
overhead projector
overlays
pamphlet
periodical
preface
pseudonym
publisher
reader-printer
Reader's Guide
reel-to-reel
reference books
research
revised
see
see also
software
subject card
subject heading
table of contents
title card
title page
transparency
unabridged
vertical file
video tape recorder

If the inclusion of a title on the library shelves is questioned, the librarian shall have the following form (Citizen's Request for Reconsideration of a Book) turned in by the person who questions the book:

CITIZENS REQUEST FOR RECONSIDERATION OF A BOOK

Author Hardcover Paperback Paperback

Title _____

Publisher (if known) _____

Request initiated _____

Telephone: _____ Address: _____

City _____ Zip: _____

Complamant represents _____ himself _____

_____ name of organization _____

_____ identify other group _____

1. To what in the book do you object? (Please be specific; cite pages.) _____

_____

2. What do you feel might be the result of reading this book? _____

_____

3. For what age group would you recommend this book? _____

4. Is there anything good about this book? _____

5. Did you read the entire book? _____ What parts? _____

6. Are you aware of the judgment of this book by literary critics? _____

7. What do you believe is the theme of this book? _____

_____

8. What would you like your school to do about this book?

_____ Do not assign it to my child.

_____ Withdraw it from all students as well as from my child.

_____ Send it back to the committee for reevaluation.

9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?

_____

_____

_____

Signature of Complainant

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American Geographical Society, Broadway at 156 St., New York, N.Y. 10032
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Amidon, Paul S., 4329 Nicollett Avenue, South, Minneapolis, Minnesota 55409
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Norton, W. W. & Company, Inc., 500 Fifth Avenue, New York, N.Y. 10036
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Oklahoma State Department of Education, 2500 North Lincoln, Oklahoma City, Oklahoma 73105
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